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ABSTRACT

This paper describes major characteristics of Australia and its education system, including changes in the structure of higher education as former Colleges of Advanced Education, where most teacher education in Australia had been conducted, amalgamated with existing universities or became new universities. Preservice teacher education models are described, including integrated, concurrent, and end-on models. Elements of restructuring and innovation in Australian teacher education are discussed, focusing on: teacher supply and demand; teacher quality; formation of the New South Wales Teacher Education Council; formation of the Australian Council of Deans of Education; reviews conducted by the Australia Department of Employment, Education & Training; faculty reviews; quality audits; accreditation of teacher education courses; and licensing or registration. The paper concludes that increasing pressures are being placed on teacher education due to a perceived oversupply of teachers, the low status of teacher education within universities, and a crescendo of external review and criticism. The way forward seems to include closer partnerships among universities, schools, education systems, unions, and teacher professional organizations, and balancing participation in the political process with the need to retain a degree of distance and autonomy. Appendixes include a list of Australian universities and a list of Australian professional educational associations and their 1995 conferences. (Contains 28 references.) (JDD)

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REFORM, RESTRUCTURING AND INNOVATION IN TEACHER EDUCATION DOWN UNDER

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Introduction

As the audience for this paper mainly consists of North American teacher educators, the introductory sections establish a context by describing some of the major characteristics of Australia and its education system. It then goes on to pick up the theme of the annual meeting by examining reform, restructuring and innovation, and in particular the sub-theme of the strand dealing with internal restructuring to change the organisation.

a) Australia: The land down under

Yes, it is a land of koalas, kangaroos, crocodiles and emus and there are a few "crocodile dundees" in the outback! However, this is a very misleading picture of the land down under. To start with, it is a big land of 2,940,000 square miles which is marginally smaller than the area of mainland USA excluding Alaska (2,870,000 square miles). Apart from Antarctica, it is the lowest, flattest and driest of the continents (Castles, 1994).

Australia's prehistory goes back a long way, with many archaeological sites being dated to around 40,000 years and with some theories suggesting human habitation goes back hundreds of thousands of years. European settlement commenced in 1788 in Sydney, although Indonesians from the islands of Celebes now Kalimantan harvested trepang along the northern shores before that date. Like the USA, Australia has an indigenous population which currently is about 1.6% of the total population of just under 18 million.

There was mass immigration to Australia after the Second World War and this has produced a multilingual and multicultural society. While the majority of immigrants originally came from the United Kingdom, Ireland and other European countries, there has been increased migration from Asian countries since the 1980s. In south-west Sydney, for example, approximately 40% of school children come from a non-English speaking background.

Australia is a highly urbanised country with the bulk of the population residing in the south east coastal region. Both Sydney, the capital city of the State of New South Wales and Melbourne, the capital city of the State of Victoria, have populations of well over three million.

The Commonwealth of Australia, which came into being in 1901, is a federation of six states and territories based on the Westminster system of government. There are three

tiers of government - federal, state and local. At present there is a debate about whether Australia should become a republic and/or adopt a new flag which may not include the Union Jack.

Australia is directly linked to the USA through a number of treaties and agreements including the recently formed Asian Pacific Economic Cooperation agreement (APEC).

b) On Education in Australia

In Australia, education is constitutionally a State responsibility but in the 1960s the federal government began to play an increasing role in education. It funds higher education and in moneys it gives to the States and Territories for school education, tied grants are becoming increasingly common. It should be noted that only the federal government collects income tax and returns some of these funds to the States and Territories each year.

Whilst the majority of students in Australia attend government schools, approximately 28% of students attend non-government schools comprising 25% of all schools (Asia-Pacific Economic Cooperation Human Resources Development Working Group Education Forum {APEC}, 1994 p.3). A large number of these non-government schools are run by the churches with the Roman Catholic church being the largest provider. An increasing number of schools are known as Christian schools, established by those with fundamentalist Christian beliefs. There is a disadvantage index that allows non-government schools to receive aid on a per capita basis up to 80 per cent of recurrent costs (APEC, 1994 p.3).

Since the 1980s the management of schools has been re-organised to give school principals greater authority for school management while at the same time the political arm of the States and Territories has taken greater control over the curriculum even to the extent of enshrining it in law in New South Wales (NSW Parliament, 1990).

As a result of cooperation between State and federal ministers for education over a number of years there has been a move to establish a national curriculum in eight learning areas namely: English; Languages Other Than English; Mathematics; Science; Society and Environment; The Arts; Health and Physical Education and Technology. At present national statements and profiles provide guidelines for curriculum and assessment at State and Territory levels.

In regard to the different levels of schooling, early childhood is defined as children

from birth to eight years. In New South Wales children attend primary (elementary) schools from kindergarten to Year 6 and six years of secondary school are provided labelled Years 7 to 12. There are minor State and Territory variations to this pattern. The following table shows comparisons of pupil teacher ratios by level of schooling in Australia and USA.

Table 1: Comparison of Pupil Teacher Ratios by Level of Education Australia & USA

Country	Data Year	Primary/Elementary Level	Secondary Level
Australia	1992	18:1	12:1
USA	1990-1	16:1	15:1

Source: APEC, 1994 p.48.

Changes in the structure of higher education occurred in the late 1980s when the federal Minister for Employment, Education and Training published a Green Paper (Dawkins, 1987) which began a process of events that led to the formation of the Unified National System (UNS). As a result, former Colleges of Advanced Education (CAEs) where most of the teacher education in Australia had been conducted, amalgamated with existing universities or became new universities. For example, Don Williams is the Dean of the Faculty of Education in one of the newly created universities, the University of Western Sydney, which is a network university with three separate network members. Christine Deer is the Head of the School of Teacher Education in the Faculty of Education at the University of Technology, Sydney formed on Australia Day 1988 by merger of the former NSW Institute of Technology and now amalgamated with the former Kuring-gai College of Advanced Education and the Institute of Technical, and Adult Teacher Education from the former Sydney College of Advanced Education. Bob Meyenn is the Dean of the Faculty of Education at a newly created, multi-campus, non-metropolitan university with three widely separated campuses in inland NSW. Allan Taylor is the Dean of the Faculty of Education now at the University of Newcastle which amalgamated with the former Hunter Institute of Higher Education.

These four examples show that these amalgamations meant a great deal of restructuring took place within the enlarged institutions. For the most part, absolute numbers of students in all education faculties decreased. Concurrently universities provided funds to give early retirement packages to staff wishing to take advantage of the opportunity.

Fortunately at the same time, more opportunities became available for increasing the length of preparation for teachers for primary schools from three to four years so that although the intakes in some newly formed universities were reduced, the length of teacher education courses for primary school teachers in these universities was increased.

Restructuring and Innovation in Teacher Education

In the pursuit of quality during their careers, the presenters have participated in the transition of preservice teacher education from predominantly State school system owned and controlled through independent autonomous teachers' colleges that diversified into a Unified National System of universities. Each phase of the transition brought opportunities for reform, restructuring and innovation in teacher education programs. In general, the college sector of teacher education in Australia developed from the two-year certificate programs of the 1940s, 1950s and 1960s to the three year Diploma in Teaching programs of the 1970s and early 1980s and the four year degree programs of the late 1980s on the eve of the amalgamations leading to the formation of larger universities. Paralleling these changes, the established universities had four year teacher education programs for both primary and secondary teachers . The process of restructuring and reform continues. A number of universities have adopted preservice teacher education models exceeding four years in length and all universities are reviewing their postgraduate offerings.

The philosophy underpinning reform is that teaching is a knowledge-based and highly skilled profession supported by a continuum of teacher education from the time of entry to university through graduation, induction and inservice until retirement. It is contended that all phases benefit from the collaboration of teacher educators, discipline faculty teachers, teacher employers, teachers, unions and parents. The report, *Australia's Teachers: An Agenda for the Next Decade* (National Board of Employment Education and Teaching, 1990a) outlines much of this philosophy.

There are now many successful models of teacher education in Australian universities. Diversity across universities is encouraged and it is hoped students will choose initial teacher education programs on the basis of the programs offered rather than proximity to

students' homes. It should be noted that there is no tradition in Australia of students choosing to travel interstate to undertake university studies as there is in the United States.. However, within the diversity of models, trends emerge.

Models of preservice teacher education of varying length in Australian universities can be classified as:

> **integrated** - usually a single award eg. a Bachelor of Education (BEd) in which subjects are selected by panels of experts for their relevance to the development of the desirable attributes of a beginning teacher. In this model there is an attempt to integrate the various strands in the course particularly combining university and school-based studies.
>
> **concurrent** - usually two awards gained concurrently eg. a Bachelor of Arts (BA) or Bachelor of Science (BSc.) and Diploma in Education (DipEd) or BA and Bachelor of Teaching (BTeach) in which discipline subjects are selected often eclectically by students within broad rules set by the university in the context of guidelines provided by teacher employing authorities. The teacher education award includes studies of teaching and learning and a practicum curriculum.
>
> **end-on** - a teaching award following an earlier award eg.DipEd or BTeach follows completion of a discipline award eg. BA.

Embedded within these models are the issues that confront teacher education curriculum developers.

Most reports on teacher education are critical of the end-on Diploma of Education (DipEd). Traditionally, the Dip Ed is of one academic year (28 weeks) duration following completion of a first degree in Arts, Science or Economics. It is the only path into teaching for many graduates. Its deficiencies are associated with the lack of time to develop adequate pedagogical content knowledge and skill and inadequate opportunities for exposure to a range of in-school experience. On the other hand, it is highly regarded by many because of the academic strength of discipline content it brings to teaching. Many of the problems associated with the BADipEd are overcome in concurrent models in which the DipEd is expanded in time to run over at least two years concurrently with the latter years of discipline degrees. More recently, some education faculties are replacing the one-year

DipEd with a two year BTeach or Master of Teaching (MTeach) in both end-on and concurrent program.

On the other hand, integrated BEd programs usually have the flexibility to plan the academic program around the practicum curriculum. Such programs are known for their strength in the theories and practice of teaching and learning, but are often criticised for lack of depth and rigour in discipline subject fields, particularly when the discipline subjects of the program are taught in isolation from students from discipline faculties.

Universities are generally organised on a discipline department/faculty basis. The bringing of all teacher education courses under university governance has therefore raised the level of debate on appropriate models for teacher education. The debate is enhanced by calls for greater collaboration among educational partners across the teacher education continuum. Teacher educators face the challenge of working closely with colleagues in supporting faculties and in the wider teaching profession. Restructuring of teacher education therefore has created tensions and contradictions which tend to be resolved by lengthening programs.

For example, strong arguments for strengthening the teacher education component as well as discipline studies (National Board of Employment, Education and Training 1990a; Taylor and Maling 1992) have lead to recommendations for five year preservice programs which culminate in extensive in-school experience programs. A number of universities (Melbourne, Sydney, Newcastle) have adopted or are considering adopting five year double degree models eg. BA MTeach organised on a concurrent and/or end on basis with substantial organised in-school experience included.

In general, lengthening teacher education programs has not been a case of '*more of the same*'. Faculties of Education are more responsive to establishing partnerships with teacher employers and unions to provide opportunities for preservice teachers to engage in an extended in-school practicum curriculum under joint supervision. Such programs, often called '*internships*', have enjoyed wide acclaim.

The notion of collaborative partnership is also extended to inservice teacher education or continuing professional development. There is increasing participation of teacher education staff in the planning and delivery of employer initiated inservice training programs and there is increasing teacher participation in the planning and delivery of postgraduate teacher

education courses. The two are often linked through agreed articulation arrangements that provide participants with academic credit for the completion of profession development or inservice courses.

Supply of and Demand for Teachers

Australia is emerging from a long period of teacher oversupply since the late 1970s, albeit early childhood and some secondary specialisations such as Languages Other Than English (LOTE), mathematics, science and technology have been in relatively short supply since the mid 1980s.

Despite recent reports on teacher supply and demand predicting short supply before the turn of the century (Preston, 1992 and 1993; NSW Ministry of Education and Youth Affairs, 1990), most universities seem to be intent on downsizing faculties of education. Intake targets have been reduced, early voluntary retirement packages offered as an incentive for teacher education and other university staff to leave and, in one instance in the State of Victoria, redundancy was declared which led to industrial court action, a matter not yet settled.

A general teacher shortage is already evident in the NSW casual teacher market in parts of the State, and in certain teaching specialisations in secondary schools in particular geographic regions. Mobility is a key factor in graduate employment.

Insufficient recognition is given by university executives to the fact that the supply curve is out of phase with the demand curve. The lead time to produce a qualified teacher in a stable environment is in the order of four years. Increased demand in a particular specialisation can take considerably longer.

While it is easy to reduce intakes into courses in response to oversupply, recovery of intake levels to meet projected short supply is a slow process. In the New South Wales, the shortage of mathematics and science teachers that emerged in the mid 1980s following a brief period of over supply in the late 1970s is yet to be resolved because of slow recovery from downsizing activities at that time.

Teacher Quality

Quality education depends on quality teachers and teaching (Chadwick in MACTEQT 1994, p.i).

A major determinant of teacher quality is the quality of entrants to teacher education programs. A national benchmark was established 15 years ago in the *Report of the National Inquiry into Teacher Education*

> Entrants should meet specific minimum academic standards. These standards should indicate that the entrant is in the top quartile academically for the age group (Auchmuty, 1980 p.183).

In NSW admission to university for school leavers is based on a *Tertiary Entrance Rank* (TER) score as with the award of a State Certificate known as the Higher School Certificate (HSC). For the TER, 50% of the score for each subject studied is gained from moderated school assessment in the final year of schooling and 50% from a centrally set and marked external examination. The TER is a ranking of candidates sitting for the examinations. Therefore, as well as purporting to measure relative academic ability, a TER score is a function of participation rate (which in Australia has risen from 60% to 80% in the past five years, or in USA terms, the high school dropout rate has fallen from 40% to 20% over the past five years). Consequently, it is difficult to measure standards of entry against the Auchmuty benchmark.

Another major determinant of teacher quality is the standard of recruitment practice at the time of employment and this raises the issue of teacher registration which is a significant current issue in Australia. Concerns have been expressed (Williams, 1994) about problems created by the lack of national registration standards in Australia. The recently formed Australian Teaching Council (ATC) is calling for national registration. National registration of teachers has the strong support of the teacher unions and the Australian Council of Deans of Education (ACDE). However, national registration is seen by State authorities as loss of State control over recruitment standards and practices. State systems have agreed on the principle of mutual recognition of recruitment standards. Critics suggest that this approach sets the national standard to the lowest common denominator. In practical terms, the real minimum standard may be lower, because independent non government schools are free to recruit teachers against their own standards. Some politicians strongly argue that this free market approach should prevail in the State systems as well, and that recruitment following open advertisement will establish a floating standard for entry to the teaching profession.

The Organisation of Faculties of Education in New South Wales: The Formation of the New South Wales Teacher Education Council (NSWTEC)

In New South Wales, an organisation consisting of senior administrators of teacher education from all institutions offering teacher education courses in NSW and the Australian Capital Territory (ACT) was formed in the early 1980s with its membership coming from the Colleges of Advanced Education sector. It should be noted that senior staff in teacher education and college administrators were almost exclusively male yet the teaching profession, as shown in Table 2, in Australia is becoming feminised as in the United States. The aim of the organisation was to discuss matters of general interest such as the operation of teacher education courses.

Table 2: Percentage of Teaching Staff in Schools by Level & Gender: Australia & USA

Country	Data Year	Primary Total Female	Primary Total Male	Secondary Total Female	Secondary Total male
Australia	1992	74	26	51	49
USA	1990-1	87	13	53	47

Source: APEC, 1994 p.46.

In 1987, the NSW universities offering teacher education courses, namely Macquarie University, the University of Newcastle, the University of New England in Armidale, the University of New South Wales, the University of Sydney and Wollongong University were invited to join their colleagues from the College of Advanced Education sector. A further change to the membership came in the interest of gender equity when it was agreed in 1988 that each institution should have two representatives in the organisation, wherever possible, one of them being a woman.

In 1990, this organisation named itself the New South Wales Teacher Education Council (NSWTEC) in order to reflect its change from a professional organisation concerned with the exchange of ideas to an organisation involving itself in the political process. With the change in name, the change in membership and the change in federal and state government activity, the Council became much more politically active. Regular meetings of the executive were held throughout the year and at least two, full day seminars took place for all members. In addition, there was a three day annual conference held in May. In

conjunction with meetings of the executive, other meetings were held with personnel from the NSW Board of Studies (responsible for curriculum development and examination for kindergarten to year 12), the NSW Department of School Education, the Minister for Education and Youth Affairs and the two teacher unions, namely the NSW Teachers' Federation representing teachers in government schools and the Independent Teachers' Association representing teachers in non-government schools.

The National Organisation of Faculties of Education in Australia: The Formation of the Australian Council of Deans of Education (ACDE)

The advent of the Unified National System meant that Faculties of Education across Australia were facing common difficulties as per capita student funding in the university sector decreased. Under pressure from the federal government, as part of the micro-economic reform agenda, employer and employee organisations were encouraged to form peak bodies. In the belief that unity is strength, new life was infused into the national organisation of teacher educators called the Australian Directors of Teacher Education (ADTE). This organisation of senior teacher education administrators held annual, early January conferences in the summer holidays which were largely a time for social interaction interspersed with some time on current teacher education issues.

In October 1990, a meeting of members from across Australia was held in Sydney with a view to reshaping the group so it could respond to government education more appropriately. This change was completed at the January 1991 conference and the organisation renamed the Australian Council of Deans of Education (ACDE). Its seven member Board consisted of a representative of each of the State/Territory groups of Deans of Faculties of Education. The annual conference was held in Canberra, the nation's capital, and the time was changed to September. This time and location gave easy access to federal ministers and to staff from the Department of Employment, Education and Training (DEET). At the national level, Deans of Education had become more politically active, gaining representation on various working parties that affect teacher education; for example, being consulted as a matter of course about changes affecting the payment of teachers for the supervision of student teachers in the practicum. They were also seen by Government and the media as legitimate spokespersons on issues in education in general.

The Quest for Quality in Universities: Reviews conducted by the Department of Employment, Education & Training (DEET)

In 1985 the federal government published the *Quality of Education in Australia* (Review Committee, 1985) known as the QERC Report. It was an attempt to review the quality of education as a whole.

In 1989, the paper *Teacher Quality: An Issues Paper* (National Board of Employment, Education and Training, 1989) was published. It concerned the selection and education of teachers over the full career of teachers and was published at a time of very low morale in the teaching profession across Australia as a whole and in New South Wales in particular where a new State Education Minister reduced the number of teachers in government schools by 2,000 teachers by not replacing teachers who retired or resigned. Teacher salaries were a particular cause of the low morale as there was no chance of further progression for teachers who were highly skilled and wanted to stay in the classroom rather than moving from it to the higher salaried administrative positions.

The Department of Employment, Education and Training (DEET) over the last ten years has commissioned a number of reviews of particular aspects of higher education. There have been, for example, reviews of business, engineering and physics degrees. These are quite costly to conduct and some have questioned their worth.

The Discipline Review of Teacher Education in Mathematics and Science, conducted in the late 1980s, reviewed the teaching of mathematics and science in every teacher education program in Australia whether in a College of Advanced Education or a University (Department of Employment, Education and Training, 1989). It made recommendations about the importance of including discipline as well as pedagogic content knowledge in the preparation of teachers for mathematics and science from the early childhood years to the senior secondary levels. It also documented best practices at all levels from around the nation. All institutions were required through their Vice-Chancellors or senior officers to respond to the comments made on their teaching of mathematics and science to prospective teachers and, where changes were recommended, to implement them or to explain where the review team had misinterpreted the programs currently in operation. The flaw in the operation was that no extra money was provided by the Department of Employment, Education and Training (DEET) to assist institutions to implement the recommendations. All changes had to come from current budgets. In 1993, DEET commissioned a review of

the progress that had been made by the institutions, now all universities, since the initial review. The report of this review has not yet been published.

Faculty Reviews

Most if not all universities have had a system for regularly reviewing the work of sections of the universities such as the faculties and central administration units. Following the formation of the Unified National System it has become the norm that these reviews are held on a regular basis. At the University of Technology, Sydney for example, each faculty is reviewed every seven years by a committee of five persons one of whom will be a senior member of the university staff and the other four chosen because of their expertise in the various aspects of the work of the faculty. The review committee, assisted by administrative support, considers documentation prepared by the faculty and, over several days, (days sometimes widely spaced) visits members of the faculty. It then compiles its report making recommendations for future development of the faculty. The faculty is then able to comment on the report and the recommendations and over the next year respond to the Vice-Chancellor (Chief Executive Officer) on the progress it is making toward the achievement of the agreed recommendations.

Quality Audits

In 1992, the Department of Employment, Education and Training announced there would be a Quality Audit for each of Australia's publicly funded universities, for each of the next three years. The audits seeks to evaluate the quality of mechanisms and processes by which universities assess quality. Unfortunately, it has been widely interpreted by the public as an assessment of quality. Appendix A lists the names of universities in Australia that exist in 1995.

In 1993, the audit focus was on procedures used by universities to monitor and evaluate general performance on teaching, research and community service. In 1994, the audit emphasised procedures used to inform universities on the quality of performance in teaching and learning at undergraduate and postgraduate levels and in 1995 the emphasis is on research and service. The guidelines are getting tighter for the portfolios the universities prepare for these audits. In 1994, there was a strict limit of 20 pages for the university to tell its story and 30 pages available for appendices. In 1993 there had been no limit on the number of pages and some universities submitted hundreds of pages of documentation. The university is assessed on the basis of this documentation, other material the members may request as a result of reading the material, and a day of interviews with a carefully

selected group of university staff and students. During the one day of interviews at each university, no person is seen twice with the exception of the Vice-Chancellor (Chief Executive Officer) who is interviewed on her/his own at the beginning of the day and later with senior officers.

As a result of the 1993 Quality Audit, universities were placed in six bands with 50% of the universities being in the top four bands. The rewards to the universities were based on their operating grant provided by the federal government so that Band 1 universities received extra funds amounting to 3% of their operating grant; Band 2 received 2.5%; Band 3 received 2% and so on. With funding tied to the audit and nation-wide publicity given to the ranking of universities, no university has to date not participated though there is much dissatisfaction with the process. The results of the 1994 audit are to be announced in March, 1995.

Accreditation of Teacher Education Courses

In Australia at present, there is no central agency for the accreditation of teacher education courses. The States differ in the degree of interest they take in accreditation. In New South Wales, for example, since the demise of the former Higher Education Board in 1989, universities simply accredit their own courses according to their own policies and practices. In the State Parliament, the Minister for Education and Youth Affairs has laid down a few requirements that graduating students must have to gain employment in government schools, but these are minimal. She has also expressed her view (Chadwick, 1991) on the need for teacher educators to have had recent and relevant experience in schools, but this is not a mandatory requirement. Through her New South Wales Ministerial Advisory Council on Teacher Education and the Quality of Teaching (note the term *'advisory'*) she has recently produced a list of desirable attributes for beginning teachers (NSW MACTEQT 1994a and a strategic policy framework for teacher education (NSW MACTEQT 1994b). Clearly there is a move to influence or indeed control the quality of teacher education. By way of contrast, Queensland has a Board of Teacher Registration which has *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes* (1994).

By many overseas standards, certainly those being developed in the United States, accreditation of teacher education courses in Australia is a relatively low key affair at the political level. It should be noted that the focus of accreditation in Australia is on courses and not education units (or faculties) as is the case with the National Council for

Accreditation of Teacher Education (NCATE, 1993). Internal accreditation of courses is rigorous in Australian universities, but there are few external rigorous requirements unless they are related to professional organisations such as the Institute for Engineers.

To accredit a course, most universities insist on:

(a) having a course committee which represents a broad range of interests in teacher education,
(b) producing a very detailed outline of the course (often hundreds of pages) setting out rationale, aims, content, teaching strategies, assessment procedures, the resources available to support the course and the qualifications and experience of staff to teach it,
(c) subjecting the course to external assessment and reporting by peers and other professionals before it is approved through university committees and boards, and
(d) insisting that it go through an evaluation process and re-accreditation at least every five years for some universities and seven years for other universities.

Perhaps the most important message from any comparison with the United States for Australian teacher educators is that NCATE represents an attempt by the teacher education profession to be self regulating at the national level. Australian teacher educators have a long way to go in this regard.

Licensing or Registration

In Australia, the three year National Project on the Quality of Teaching and Learning (NPQTL) (1993) which has recently concluded, addressed the issue of a national framework for teachers' qualifications and professional standards. It also promoted the establishment of the Australian Teaching Council that might lead one day to a national system for teacher registration, but the major difficulty in achieving this goal goes back to the federal constitution under which education is a state responsibility. A couple of states have formal registration boards and others have means for determining who is eligible to teach. At present, rather than pursuing the development of a national system through the Australian Teaching Council the States are developing mutual recognition arrangements. The situation is not unlike the United States.

It should be noted that Australian educators are taking an interest in specifying the attributes of beginning teachers. The States have developed lists and the National Project on the

Quality of Teaching and Learning produced its Competency Framework for Beginning Teachers. The products are not unlike the list developed by the Council of Chief State School Officers (1992) and its Interstate New Teacher Assessment and Support Consortium (INTASC) which is supposed to enhance collaboration among the States on licensing issues. In Australia, the lists of attributes or competencies are being used as guidelines at present but there is talk about their part in establishing standards for registration purposes.

Conclusion Looking to the Future

The past 15 years have seen increasing pressure being placed on Teacher Education - on its programs, its graduates and teacher her educators themselves. The past five years with the advent of the Unified National System has seen this pressure intensify. There is pressure from within the newly amalgamated institutions where there is a perception (strongly argued by the Federal Government) of an oversupply of teachers and therefore the possibility of a considerable transfer of places to other faculties unties. This, added to the traditionally low status of teacher education within universities and the restructuring and associated redundancies has meant that mos Australian Deans and Heads of Schools of Teacher Education have had to contend with the constant internal political struggles.

The pressures faced within institutions have been compounded by an increasing crescendo of external review and criticism. These reviews at both state and federal level accused teacher education and teacher educators of being out of touch with the realities of the school classroom. Criticism is often directed at the profile of educators where the statistics show that 81% are over 40 years of age with 40% being between 40 and 50 years of age. Only 20% have taught in schools in the 1980s and 1990s and more than 50% were schools teachers before 1973!

> The extent of obsolescent teaching experience of staff in education faculties is an issue that has to be addressed. Concern has been expressed that faculty teaching experience has not kept pace with the changes in schools. Yet it is the teacher educators who have the role of preparing new teachers and delivering in-service courses for experienced teachers (Department of Employment, Education and Training, 1992 p.12).

In a response prepared for the ACDE, Meyenn and Porter (1992, p.1) comment that the DEET review:

> ... portrays teacher education and teacher educators as distant from schools and school teachers. We emphatically deny this. We deal with teachers and schools in great depth ... Most of our knowledge about what is going on at the chalkface is extensive, immediate and current .....

Given the barrage of external criticism, the leaders of teacher education in Australia have become adept at mounting a stout defence. While this will always be inevitable and perhaps essential, it is important that there be a rigorous critique of our practice as teacher educators (Eltis, Meyenn and Parker, 1993). The way forward seems to be defined as much closer partnership between universities, schools, education systems, unions and teacher professional organisations. Most Faculties of Education are embarking on programs where genuine partnerships between the university and the profession are being forged. These partnerships that are evolving between schools, teacher educators employers and unions are moving beyond consultation and advice towards genuine reciprocity (Groundwater-Smith, Parker and Arthur, 1993).

The consequences of these internal and external pressures have seen teacher educators more politically involved than ever before. Involvement in the political process is not without attendant risks. It can seriously compromise our autonomy and our ability to critique. A good example of this dilemma is the development by the New South Wales Ministerial Advisory Council on Teacher Education and the Quality of Teaching of the desirable attributes of beginning teachers.

> It is no small feat of negotiation that a disparate group of individuals with contesting personal, party-political and institutional agendas were able to arrive at a still point in the interests of describing the complexity of teachers' knowledge, skills and attributes that are necessary to ensure quality teaching in schools (Deer, Groundwater-Smith, Meyenn and Parker 1994 p.11).

The document (Ministerial Advisory Council on Teacher Education and the Quality of Teaching, 1994a) was launched by the New South Wales Minister for Education and Youth Affairs, The Honourable Mrs Virginia Chadwick, who pointed out that it was not a testing instrument or a template for developing checklists. In spite of this statement, the Daily Telegraph Mirror reported the release of the document under the headline *"New Skill Test: Teachers on Trial."* (Daily Telegraph Mirror, 1994).

The price of participation can often be that we are seen as complicit in the government's political agenda. The press release from the Office of the NSW Minister for Education and Youth Affairs (1994) states:

> The report has been in the making for a year, making a mockery of ALP {Australian Labor Party} claims that the NSW Government was not committed to quality teacher standards....

The future for Deans of Faculties of Education and Heads of Schools of Teacher Education in Australia will essentially involve them in the fine balancing of participation in the political process with the need to retain a degree of distance and autonomy.

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Note

Appendix B provides a list of relevant professional Australian education associations and 1995 conferences that may be of interest to members of this audience who are planning travel to Australia.

APPENDIX A

AUSTRALIAN UNIVERSITIES BY NAME & LOCATION IN 1995

Australian Catholic University	Qld, NSW Vic
Australian National University*	ACT
University of Canberra	ACT
Charles Sturt University	NSW
Macquarie University	NSW
Southern Cross University	NSW
University of New England	NSW
University of New South Wales	NSW
University of Newcastle	NSW
University of Sydney	NSW
University of Technology, Sydney	NSW
University of Western Sydney	NSW
University of Wollongong	NSW
Northern Territory University	NT
Bond University (privately funded)*	Qld
Griffith University	Qld
James Cook University	Qld
Queensland University of Technology	Qld
University of Central Queensland	Qld
University of Queensland	Qld
University of Southern Queensland	Qld
Flinders University	SA
University of Adelaide	SA
University of South Australia	SA
University of Tasmania	Tas

Deakin University	Vic
La Trobe University	Vic
Monash University	Vic
Royal Melbourne Institute of Technology	Vic
Swinburne University of Technology	Vic
University of Ballarat	Vic
University of Melbourne	Vic
Victoria University of Technology	Vic
Curtin University of Technology	WA
Edith Cowan University	WA
Murdoch University	WA
Notre Dame University (privately funded)	WA
University of Western Australia	WA

* University does not offer teacher education courses.

APPENDIX B

RELEVANT PROFESSIONAL EDUCATIONAL ASSOCIATIONS & 1995 CONFERENCES IN AUSTRALIA

AUSTRALIAN ASSOCIATION FOR RESEARCH IN EDUCATION - AARE

PO Box 71, Coldstream, Victoria 3770
Telephone/Fax: 61 -3 -059- 649-296
General Correspondence: Dr Peter Renshaw
Secretary AARE
Faculty of Education
The University of Queensland
St Lucia, Queensland 4072

25th Annual Conference: 26 - 30 November, Hobart, Tasmania
Theme: Directions: Yesterday, Today and Tomorrow
Convenor: Professor Kevin Collis
Conference Secretariat
Conference Design
PO Box 397 Sandy Bay, Tasmania 7006
Phone: 61 -02- 24-3773 Fax: 61 02-24-3774
Abstracts due in March

AUSTRALIAN ASSOCIATION OF DEANS OF EDUCATION ACDE

President: Professor Kym Adey
Dean Faculty of Education
University of South Australia
Lorne Avenue
Magill
South Australia 5072
Email: jurenkol@magill.magill.unisa.edu.au

Secretary: Professor Owen Watts
Dean Faculty of Education
Curtin University of Technology
GPO Box U1987
Perth Western Australia 6001

Annual Conference in Canberra in September

AUSTRALIAN COUNCIL FOR EDUCATIONAL ADMINISTRATION - ACEA

Annual Conference 2- 5 July, 1995 Darling Harbour, Sydney

Theme: Change, Challenge and Creative Leadership

Conference Organiser: Dr Tony d'Arbon

ACEA International Conference Secretariat

PO BOX 787

Potts Point NSW 2011

Preceding this conference is Seventh Postgraduate Students' and Lecturers' Research Seminar in Educational Administration

Seminar Co-ordinator: Dr Bob Connors

School of Education Studies

University of New South Wales

PO Box 1 Kensington NSW 2052

Phone: 61-2-385-4860

Fax: 61-2-385-4749

Email: Records.admin@unsw.edu.au

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH - ACER

The Australian Council for Educational Research

Director: Dr Barry McGaw

Associate Director: Dr Geoff N Masters

Assistant Director; Dr John F. Izard

Private Bag

Camberwell Victoria

Phone 61-3-277 - 5555

Fax: 61-3-277 - 5500

Annual Conference 25 - 28 September, Newcastle, New South Wales

Theme: National Behaviour Conference Organiser: Ms Yvonne Allan

ACER, Private Bag

Camberwell Victoria 3124

AUSTRALIAN CURRICULUM STUDIES ASSOCIATION - ACSA - Biennial Conference The University of Melbourne 11 - 14 July, 1995

Theme: Reconstructing the Curriculum - Choosing the Future

Registration enquires: Michael Sullivan
Conference Management Services
University of Melbourne
Parkville Victoria 3052
Phone: 61-3-344-4490
Fax: 61-3- 344-6122

Program enquiries: Bill Stringer
Conference Convenor
Institute of Education
University of Melbourne
Parkville Victoria 3052
Fax: 61-3-347-2468

AUSTRALIAN TEACHER EDUCATION ASSOCIATION - ATEA

President: Prof John Braithwaite
Faculty of Education
University of Tasmania
Launceston Campus
Newnham Drive
Newnham Tasmania 7248
Phone: 61-03-243-089
Fax: 61-03-243-048

Secretary: Ms Chris Perry
Faculty of Education
Deakin University Burwood Campus
221 Burwood Highwa
221 Burwood Victoria 3125
Phone: 61-3-244-3125
Fax : 61-3-244 -6974
Email perryac@brt.deakin.edu.au

ATEA 25th Annual Conference: 5- 8 July, Australian Catholic University, North Sydney

Theme The Challenge of Change

Conference Convenor:
Ms Barbara McLean
School of Education
Macquarie University
NSW 2109
Phone 61-2- 850-8608
Fax - 61- 2- 850- 8674
Email:b.mclean@ted.educ.mq.edu.au

Conference Administration:
Ms Susan O'Keefe
Professional Development Centre
University of Western Sydney-Nepean
PO Box 10 Kingswood NSW 2747
Phone: 61-47-360-624
Fax: 61-47-360-118
Email:s.okeefe@nepean.uws.edu.au

AUSTRALIAN TEACHING COUNCIL - ATC

Executive Director: Mr Greg Smith
PO BOX 321
Leichhardt NSW 2040
Phone: 61 -2- 564 - 6411
Fax: 61- 2- 564 - 6696

NSW TEACHER EDUCATION COUNCIL - NSWTEC

President: Professor Ken Eltis
Dean, Faculty of Education
The University of Sydney
Mail Zone: A35
Sydney NSW 2006
Phone: 61-2-692 4796
Fax: 61-2-692-4177
Email:eltisk@mackie.edfac.usyd.edu.au

Secretary/Treas: Assoc Prof Bob Perry
Associate Dean, Faculty of Education
U of Western Sydney - Macarthur
PO Box 555
Campbelltown NSW 2560
Phone: 61-2-774-9232
Fax: 61-2-774-2390
Email: b.perry@uws.edu.au

NSWTEC Annual Conference in Wollongong, New South Wales in May or June

Conference Organiser: Associate Professor John Patterson
Dean, Faculty of Education
University of Wollongong
Northfields Avenue
Wollongong NSW 2522
Phone 61- 2 042-21-3961
Fax: 61 - 042-21-6896.
Email: j.patterson@uow.ed.au

SOCIETY FOR THE PROVISION OF EDUCATION IN RURAL AUSTRALIA INC SPERA

President: Sheila King
Email: king@usq.edu.au
Vice- President: David Grigg

Secretary: Alan Smith
36 Alchering Street
Kelso NSW 2795
Phone: 61-63-4414
Fax: 61-63-4417

Annual Conference: 5 - 8 July, University of Ballarat, Victoria

Theme: Lifelong Learning in Rural Areas

Further Information: Ms Jenny Brophy Phone: 61 87-231-057

Dr Colin Boylan Phone: 61-69-222-495

ADDRESSES FOR CONFERENCE PRESENTERS

Professor Don Williams
Dean, Faculty of Education
University of Western Sydney - Macarthur
PO Box 555
Campbelltown NSW Australia 2560
Phone: 61-2-772-9307
Fax: 6102-774-2390
Email: l.bullock@uws.edu.au

Professor Christine E Deer
Head, School of Teacher Education
University of Technology, Sydney
PO Box 222
Lindfield NSW Australia 2070
Phone: 61-2-330-5224
Fax: 61-330-5556
Email: CE.Deer@uts.edu.au

Professor Bob Meyenn
Dean, Faculty of Education
Charles Sturt University
Panorama Avenue
Bathurst NSW Australia 2795
Phone: 61-63-332-477
Fax: 61-63-332-182
Email: rmeyenn@csu.edu.au

Dr Allan Taylor
Dean, Faculty of Education
University of Newcastle
Callaghan NSW Australia 2308
Phone: 61-49-216-5
Fax: 61-49-216-992
Email: edaot@cc.newcastle.edu.au